

U.S. Department of Education

Availability of Data on Noncredit Education and Postsecondary Certifications

An Analysis of Selected State-Level Data Systems

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An Analysis of Selected State-Level Data Systems

Prepared for the
U.S. Department of Education
Office of Career, Technical, and Adult Education

**National Center for Innovation
in Career and Technical Education**

BY
Andrea R. Sykes
Mary A. Szuplat
Cynthia G. Decker

LAURIUM EVALUATION GROUP

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U.S. Department of Education

Arne Duncan

Secretary

Office of Career, Technical, and Adult Education

Johan E. Uvin

Acting Assistant Secretary

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Content Contact: Carolyn Lee at Carolyn.Lee@ed.gov



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ABBREVIATIONS

AACC	American Association of Community Colleges
ANSI	American National Standards Institute
AY	academic year
CCRC	Community College Research Center
CEU	continuing education unit
CIP	Classification of Instructional Program
CTE	career and technical education
FY	fiscal year
GED	General Educational Development (credential)
ICE	Institute for Credentialing Excellence
IPEDS	Integrated Postsecondary Education Data System
NCES	National Center for Education Statistics
NCICTE	National Center for Innovation in Career and Technical Education
SHEEO	State Higher Education Executive Officers Association
SLDS	Statewide Longitudinal Data System
SSN	social security number

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EXECUTIVE SUMMARY

Federal policymakers have interest in three specific areas of postsecondary career and technical education (CTE): associate degrees and certificates awarded in CTE, skills and training obtained through noncredit courses, and industry-recognized certifications. Research and data are readily available on students earning degrees and certificates in CTE and entering the workforce; however, little research exists on CTE students enrolled in noncredit courses at public colleges and universities or earning industry-recognized certifications. To better understand what data might be available to answer key policy questions on students' access to and outcomes following participation in noncredit CTE programs, this study reviewed data systems in 29 states. Each state's data system was reviewed to identify (1) data elements for noncredit education, (2) ways that states track outcomes for noncredit students, (3) whether noncredit data elements are incorporated into state longitudinal databases, and (4) the availability of certification data.

Among the 29 state systems reviewed (Appendix A, table A-1), there was variation in the breadth and depth of data elements related to noncredit education and little data collected on industry-recognized certifications. Twenty-three of the states (table 1) collected data on noncredit student enrollment; however there were differences in the units of measurement and the availability of enrollment data over time. Nine of the states (table 2) collected enrollment data by student characteristics, allowing for a description of student gender and race/ethnicity. Nineteen states (table 3) collected or reported data that allowed for a description of the type of noncredit courses in which students enrolled and the extent to which students were enrolled in noncredit workforce education. However, states took different approaches for categorizing and defining noncredit workforce education, making comparisons across states challenging. Although several state data systems had data elements that could be used to describe noncredit student enrollment, there are limitations in the reliability and completeness of the data. State systems often lack unique student identifiers, such as social security numbers, for noncredit students. Moreover, colleges also offer noncredit workforce education programs directly to local businesses, and state agencies may or may not collect student enrollment data in those courses.

Among the state data systems reviewed, evidence shows that limited data were collected on noncredit student outcomes, such as certifications earned, obtaining employment, or



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experiencing wage gains. Outcomes for students who enroll in and complete noncredit courses at public colleges and universities are not as well defined as they are for students who complete credit-based courses. Although some institutions award certificates of completion for finishing a noncredit course or record noncredit course completions on student transcripts, such standards are not consistently adopted across courses or institutions. Reviews of data-reporting manuals showed that a few states had processes in place to report some outcome data for noncredit students; however, there were no publicly available reports using this information. Only one state—California—had the potential for analysis of noncredit students’ outcomes.

Several states reported that statewide initiatives are underway to address data collection on noncredit courses, but these initiatives are not necessarily part of their statewide longitudinal data systems. Because data on noncredit students are limited, these states are focusing on improving systems for noncredit student data collection within the community college system before linking them to other state data systems. Two states—Florida and Iowa—incorporate data on noncredit students into statewide longitudinal data systems.

Data on industry-recognized certifications are also limited at the state and national levels. No statewide efforts are in place to specifically link noncredit students to certification exam data. While postsecondary institutions must report the certificates earned through formal credit programs to the National Center for Education Statistics (NCES) and state agencies, neither they nor certification agencies are required to report industry-recognized certifications to any governmental agency. Four states did publish reports showing the performance of students enrolled in credit-based programs on state licensure and other certification exams. Officials at organizations that represent certification agencies confirmed that there are no national data systems that include the numbers or types of certifications awarded; typically, these data are collected by each certification agency.

The report concluded that data collections on students who enroll in noncredit education at public colleges and universities are still in the nascent stages. Most states that collect data on noncredit instructional activity do so in a limited manner, allowing only for headcounts of students and, for several states, a more detailed description of the characteristics of these students. However, comparing student enrollment across states is problematic because each state collects data differently and defines noncredit workforce education in a different way, making it challenging to draw conclusions about the extent to which students are enrolled in noncredit workforce education nationwide. Understanding the prevalence of earning industry-recognized credentials is also stymied by a lack of access to data. Recent federal efforts to collect data on certifications held by

the adult population will provide important insights into the extent to which adults have these credentials. Having data on the number of adults who have earned certifications and what type of certifications they earned will be an important step in better understanding this pathway to career education.

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INTRODUCTION

Effective career and technical education (CTE) programs equip individuals to enter the labor market and secure gainful employment. Individuals can obtain the necessary skills and experience that lead to meaningful job opportunities through a number of avenues and sources, such as formal CTE programs at private and public colleges, apprenticeships and on-the-job training, open access online courses, or CTE courses offered in high school. At the postsecondary level, three specific areas of CTE are of interest to federal policymakers: associate degrees and certificates¹ in CTE awarded by public colleges, skills and training obtained through noncredit courses² at public colleges and universities, and industry-recognized certifications.

Much is known about enrollment in credit-based courses that can lead to associate's degrees and certificates (Bosworth 2010; Knapp, Kelly-Reid, and Ginder 2012). For example, in fall 2012, about 8 million students were enrolled in credit-earning³ courses at community colleges, and that same year more than 1.2 million certificates or degrees were awarded by community colleges (American Association of Community Colleges [AACC] 2014). There is also a large body of research on the positive wage effects for students who earn certificates or degrees, compared with students who have only a high school diploma (Carnevale, Rose, and Hanson 2012; Bosworth 2010).

Information on enrollment and outcomes for students in noncredit workforce postsecondary education is more limited, however. The AACC (AACC 2013) estimates that 5 million students enrolled in noncredit courses at community colleges in fall 2011. These estimates are based on an analysis of information at the state and college levels because a national database that collects information on noncredit instructional activity does not exist. In 2008, a technical review panel for the Integrated Postsecondary Education Data System (IPEDS) was convened by the National Center for Education Statistics (NCES) to discuss whether colleges could report noncredit enrollments through IPEDS. The panel identified a lack of consistency across institutions and states in defining noncredit education as a barrier

¹ Certificates are awarded by colleges and universities based on credits earned in a program of study; certifications are administered and awarded by private-sector organizations for demonstration of knowledge or skill.

² A noncredit course is one in which a student does not earn college credit and the course is not applicable towards a college degree.

³ Credit is recognition of attendance at or performance in an instructional activity that can be applied toward the requirements for a postsecondary degree, certificate, or other formal award, irrespective of the activity's unit of measurement.

for collecting data through IPEDS and suggested reporting data on noncredit programs under two broad categories: Workforce preparation and/or advancement, and Community/leisure (Research Triangle Institute n.d.).⁴ However, at this time, no plans are in place to modify IPEDS to collect data on noncredit education.

Also, little data are available about industry-recognized certifications—credentials that represent mastery of learning a specific skill or set of skills. These certifications are exam based, and are developed and administered by third parties. Certifications are independent of programs of study offered at colleges and universities; however, there may be credit or noncredit courses that prepare students for a certification exam. Little research has been conducted on certifications, in part due to the lack of data available on adults who hold them (Bielick, Cronen, Stone, Montaquila, and Roth 2013).

Often, when national data are not available to answer important policy or research questions, state- or institution-level data can help fill the information gaps. However, recent studies indicate that states have limited data available on noncredit students and certifications, and that many institutions do not collect any data on noncredit students or certifications (Oleksiw, Kremidas, Johnson-Lewis, and Kekes 2007; AACC 2013; Garcia and L'Orange 2010, 2012). According to two recent studies—a 2008 study by the AACC and a survey by the State Higher Education Executive Officers (SHEEO) Association in 2009 and 2010—29 states (Appendix A, table A-1) were collecting some type of data on noncredit students. The AACC study identified 15 states⁵ with requirements that colleges report some data on enrollment in noncredit programs; however, these data were not collected in a similar manner across states due to state differences in oversight and funding of noncredit programs (Van Noy, Jacobs, Korey, Bailey, and Hughes 2008). Additionally, the AACC study reported that no data were collected on whether the students who completed noncredit programs earned a certificate, a certification, or a continuing education unit.⁶ The SHEEO Association survey of state agencies was conducted to assess the types of data collected through state student unit record postsecondary data systems or other state-level databases (Garcia and L'Orange 2012). Through this research, an additional 14 states⁷ were identified as collecting some type of data on noncredit students.

⁴ The Community/Leisure category would capture classes that are recreational, community education, adult learning, or focused on hobbies and personal enrichment.

⁵ States identified by AACC study: Arkansas, California, Florida, Georgia, Iowa, Illinois, Michigan, Montana, New Hampshire, New Jersey, North Carolina, Ohio, Oregon, Utah, and Washington.

⁶ Continuing education units (CEUs) are measures used in continuing education programs for licensed professions. (Generally one CEU represents completion of 10 hours of a continuing education program.)

⁷ States identified by SHEEO Association survey: Arkansas, Arizona, California, Colorado, Florida, Hawaii, Maryland, Massachusetts, Minnesota, Mississippi, Missouri, North Carolina, North Dakota, Oklahoma, Oregon, Pennsylvania, South Dakota, Tennessee, Utah, and Wyoming.



CURRENT STUDY AND RESEARCH QUESTIONS

High-quality, detailed data on noncredit programs and certifications are crucial for conducting research on students' access to CTE programs, and on the persistence and outcomes of students who participate in CTE. In order to answer policy and research questions about CTE and student preparation for the workforce, this study assesses the current state of data collection systems for noncredit education at public colleges and the extent to which states collect data on certifications. The following research questions are addressed:

1. What are the data elements in state data systems for noncredit education?
2. In what ways do states track outcomes for students who enroll in or complete noncredit workforce education?
3. To what extent are noncredit data elements incorporated into state longitudinal databases?
4. To what extent are certification data collected in state-level databases or by certification agencies?



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METHODS

To address the research questions, analysts from the National Center for Innovation in Career and Technical Education (NCICTE), which is funded by the Department of Education, examined the availability of data on students enrolled in noncredit education programs at colleges and universities in the 29 states identified as having such data in previous research studies. NCICTE staff also interviewed staff at AACC to discuss noncredit education and whether additional states might want to collect data on it. Although other states may have already started collecting data on noncredit students since the publication of the two studies (Garcia and L'Orange 2012; Van Noy et al. 2008), the 29 states reviewed here provide a fairly comprehensive picture of state-level data on noncredit education at public colleges.

To identify data elements on noncredit students in state-level data systems, NCICTE staff reviewed the websites of the 29 states, which included looking at documents, data dictionaries, manuals, and reports posted by the system-level office responsible for collecting community college or university data. NCICTE researchers also tried to contact officials in 19 states (reaching 14 of them), through email or telephone, to clarify information that was unclear or needed further discussion. In particular, the researchers wanted to confirm whether noncredit data were collected in the aggregate or at the student level, the extent to which institutions in the state actually reported noncredit data, and whether the documents posted on the state websites were the most recent reports. Appendix A provides more details on how the states were identified and the website review process.

NCICTE staff also interviewed staff at two independent associations—the American National Standards Institute (ANSI) and the Institute for Credentialing Excellence (ICE)—that accredit organizations offering industry-recognized certifications and conducting research about these certifications. Through interviews with representatives from these organizations, NCICTE researchers learned about the process of accrediting certifications, the types of certifications commonly earned by individuals, and the differences between certifications and credit and noncredit courses offered at colleges and universities.

It should be noted that a number of noncredit courses and programs, including military training, apprenticeships, employer-based on-the-job training, and others, are offered outside of public colleges and universities. These offerings were not included in the review of noncredit data due to the focus on CTE at public colleges.

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RESULTS

State Data Systems Vary in the Types of Data Elements Included That Are Related to Noncredit Education

Among the 29 states reviewed, the breadth and depth of their data elements related to noncredit education varied. Twenty-three of the states collected data on noncredit student enrollment; however there were differences in the units of measurement and the availability of enrollment data over time (table 1). Nine of the states also collected enrollment data by student characteristics (table 1). Nineteen states collected or reported data that allowed for a description of the type of noncredit courses in which students enrolled and the extent to which students were enrolled in noncredit workforce education (table 1). States took different approaches for categorizing and defining workforce education—with some states using broadly defined categories and others using the federal Classification of Instructional Program (CIP) codes.⁸ While state data systems had various data elements that could be used to describe noncredit enrollment, there are limitations in the reliability and completeness of that data.

Twenty-three states collect data that can describe noncredit enrollment at public colleges.

Of the 29 states reviewed, 23 collect and report data on noncredit enrollment that can be used to describe the number of students enrolled or registered in noncredit courses and/or the number of hours of noncredit instruction given at public colleges (table 1). Although the data can describe noncredit enrollment in that state, comparisons of noncredit enrollment across states should be done with caution because each state differs in the way it collects enrollment data. Seventeen of the 23 states provided unduplicated headcounts of students enrolled in noncredit programs, which means that students were reported only once regardless of the number of courses they took. Other states reported duplicated enrollment numbers, which means that students may be counted multiple times if they are enrolled in more than one course. A few states reported the number of hours of noncredit training provided rather than a count of students enrolled. Across the states that collected and

⁸ The CIP is a federal taxonomy for categorizing programs of study and is used in reporting awards in IPEDS. For more information, see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

reported noncredit enrollment data, there was variation in the number of years for which that data were collected or reported. Fifteen states reported noncredit enrollment data for multiple years, with about half of them reporting enrollment over a 10-year period and other states reporting enrollment for two years.⁹

Table 1. Types of noncredit enrollment data reported on state websites or by state agency staff for 23 states

State	Unduplicated noncredit enrollment	Duplicated noncredit enrollment	Noncredit and credit enrollment combined	Number of hours of noncredit training provided
Alaska				✓
Arkansas		✓		
California	✓			
Colorado	✓			
Florida			✓	
Georgia	✓			
Hawaii		✓		
Illinois	✓	✓		
Iowa	✓	✓		✓
Maryland	✓			
Massachusetts	✓			
Michigan	✓			
Missouri	✓			
Mississippi	✓			
New Hampshire	✓			
New Jersey	✓			
North Carolina	✓			
North Dakota		✓		
Oregon	✓			
Pennsylvania	✓			
Tennessee				✓
Utah	✓			
Wyoming	✓	✓		

NOTES: North Dakota and Hawaii report noncredit registrations, not enrollment. While the state of Missouri collects noncredit enrollment data, not all colleges in Missouri report this data; as a result, the state does not post noncredit data in its report. See Appendix B, table B-1 for the most recent year data were available.

SOURCE: Reviews of state websites and interviews with state officials.

Among the six states reviewed (Appendix A, table A-1) that did not collect noncredit data:

- Two states—Ohio and Oklahoma—had collected noncredit enrollment data at one time but have discontinued the practice.

⁹ See Appendix B, table B-1, for more details on the specific years for which data are available. Five additional states may have data available for other years; however, only one year of enrollment data was publicly available.

- Four states—Minnesota, Montana, South Dakota, and Washington—did not have any relevant data or information posted on their websites about noncredit education.

It is possible for students to enroll in both credit and noncredit courses at the same time, and a few states reported significant numbers of students who did so. For example, according to data provided by the California Community College System (Appendix A, table A-1), about 338,000 students in that system were enrolled in only noncredit courses, and 227,000 were enrolled in both credit and noncredit courses during the academic year (AY) 2011–12. Four states reported student enrollment data in noncredit courses in a similar manner and reported credit enrollment for the same time period, allowing for a comparison of noncredit enrollment to credit enrollment within and across states.¹⁰

Nine state systems also collect data that can describe noncredit enrollment by student characteristics, such as gender or race/ethnicity, as shown in table 2. However, in most of these states, colleges report aggregate data by student characteristics to the state agency, and these enrollment counts are duplicated rather than unduplicated headcounts. A few states, such as Florida, California, and Iowa, collect student-level data on noncredit students.

Table 2. States that report or collect noncredit enrollment data by student characteristics

State	Gender	Race/Ethnicity	Age	Other
California	✓	✓	✓	Citizenship
Florida	✓	✓	✓	
Georgia	✓	✓	✓	County of residence
Illinois	✓	✓	✓	
Iowa	✓	✓	✓	
Michigan	✓	✓		
New Jersey	✓	✓		
North Carolina	✓	✓	✓	
Oregon			✓	

NOTES: Georgia does not have any publicly available reports with data, but based on its data dictionary, it appears that data on student and course characteristics are collected. New Jersey collects noncredit enrollment data aggregated by race/ethnicity, gender, and mailing address from colleges but does not include such data in its published reports.

SOURCE: Reviews of state websites and interviews with state officials.

Many states reported or collected noncredit enrollment in workforce education courses.

Among the 23 states that reported noncredit student enrollment, 19 reported or collected data that could describe enrollment in workforce education courses (table 3). However, each

¹⁰ Appendix C, figure C-1, provides a comparison of noncredit and credit enrollment in four states with data collected over a multi-year period. Each of these states reported unduplicated headcount enrollment for credit and noncredit students.

of these states used its own definitions for workforce education, which made comparisons across states difficult. Several states used broad categories for enrollment, such as vocational or avocational, while other states categorized enrollment into specific fields of study, such as business management or transportation.¹¹ As shown in table 3, five states reported or collected enrollment data based on field of study using CIP codes.

Table 3. States that reported noncredit enrollment in workforce education by CIP codes and other characteristics

State	Workforce education	Using CIP Codes	Other characteristics
Alaska	✓		
Arkansas	✓	✓	
California	✓	✓	
Colorado	✓		
Florida	✓		
Georgia	✓		
Hawaii	✓		
Illinois	✓	✓	
Iowa	✓	✓	Online delivery
Maryland	✓		
Massachusetts	✓		
Michigan	✓	✓	
Mississippi	✓		Location of training
New Jersey	✓		
North Carolina	✓		
Oregon	✓		
Pennsylvania	✓		
Utah	✓		
Wyoming	✓		

NOTES: CIP refers to Classification of Instructional Program codes. Although Florida's publicly available reports did not include course-level enrollment data, a review of Florida's data book shows that course-level data are collected.

SOURCE: Appendix B, table B-1.

By collecting data on noncredit enrollment using CIP codes, states allow for comparisons across states by field of study, and they allow for comparisons with for-credit enrollment within the state. In some states, noncredit courses provide instruction in the same fields as credit-based courses. For example, Iowa posts annual fact books that detail noncredit and credit enrollments by field of study using CIP codes. Among Iowa students enrolled in noncredit courses to enhance employability, 71 percent of them were in three fields of study—health sciences, business management and administration, and manufacturing (Iowa Department of Education 2013). When examining credit-based enrollment at Iowa community colleges, these three fields of study were also the most common: 58 percent of students enrolled in a CTE credit-based program were concentrated in one of these three

¹¹ In some states, data dictionaries showed that colleges reported enrollment by course type; however, no state reports used this information.

areas (Iowa Department of Education 2013, p. 149). By comparison, in Illinois, noncredit students enrolled in different fields of study than credit students. Almost 48 percent of noncredit enrollments at Illinois community colleges were in leisure and recreation or self-improvement, 15 percent were in transportation-related programs, and 13 percent were in business management (Illinois Community College Board 2012, p. 12). Among credit-earning fields of study at Illinois community colleges, engineering technologies, nursing, and health professions had the largest enrollments (Illinois Community College Board 2012, p. 5).

There were limitations in the reliability and completeness of noncredit data collected at the state level.

States face limitations when attempting to collect high-quality data on noncredit enrollment that affect the reliability and completeness of the data. One major limitation is the lack of unique student identifiers, such as social security numbers (SSNs), for those enrolled. A previous study cited missing SSNs as a common barrier to collecting data on noncredit students. Students were often reluctant to provide them if they were registered for just one course (AACC 2013, p. 32). Without student identifiers, institutions may not report noncredit enrollments to state offices. For example, the annual enrollment report issued by the North Dakota University System noted that 18,726 noncredit registrants did not report their SSNs and were excluded from the noncredit enrollment report (North Dakota University System 2011). According to a California Community College System official, about 50 percent of noncredit student records are missing SSNs, compared with just 10 percent of records for students enrolled in credit-based programs. For states that collect student-level data, the lack of a student identifier makes it difficult to match student data to other databases used to determine gender, race/ethnicity, or other educational experiences, such as enrollment in credit-based courses.

Another challenge reported by one state is that institutions often do not report noncredit data as directed or may not be collecting and reporting data using common definitions. For example, Missouri collects data from institutions on noncredit enrollment; however, not all community colleges report their noncredit student enrollment to the system office. As a result, the system office does not report the noncredit data it collected because the data are incomplete and unreliable. According to a system official, for those schools that do report noncredit students, it is not clear how the institutions define “noncredit.” In summer 2014, Missouri state officials had planned to develop definitions for noncredit data reporting that all campuses will be required to follow.

Community colleges also offer noncredit workforce education programs, called “customized” or “contract training,” directly to local businesses. The state agencies may or

may not collect student enrollment data in those courses. When they do collect such data, states may report enrollments in customized training offerings as noncredit enrollment—undifferentiated from other noncredit programs—as is done by North Carolina, or they may report customized training separately from noncredit enrollment in courses offered on campus. For example, Colorado reported that 11,063 students enrolled in noncredit workforce education courses at community college campuses in academic year 2006. In the same year, 11,023 students participated in customized training offered off campus, such as computer skills classes, Spanish language lessons, and supervisory training in the context of a specific industry (McCallin 2007).

Limited Data Are Available on Noncredit Student Outcomes and There Is a Lack of Consistency in the Data That Do Exist

After students complete noncredit courses, there are a number of possible outcomes. They can receive a certificate of completion, earn continuing education units (CEUs), take a certification exam that leads to a credential in a specific field, or receive an increase in wages or employment opportunities. Among the state data systems reviewed, limited data were collected on student outcomes. For states that do collect data, there was no consistency from state to state in how outcomes were measured. An outcome for students who enroll in and complete noncredit courses at public colleges and universities is not as well defined as an outcome for students who enroll in credit-based courses and programs. Students who complete formal credit courses are working towards certificates and degrees in specific fields. Although some institutions award certificates of completion for finishing a noncredit course or record noncredit course completions on student transcripts, such standards are not consistently adopted across courses or institutions.

Based on reviews of data-reporting manuals, a few states have processes in place to report some outcome data for noncredit students; however, there were no publicly available reports using this information. For example, according to the Management Information System manual issued by the Iowa Department of Education, Iowa community colleges report each year whether noncredit students received a noncredit award, such as a diploma or General Educational Development (GED) credential, an industry-recognized credential, or a locally recognized credential. During the review, no reports using this information were found on the Iowa Department of Education’s website. Additionally, in the state of Washington, there is a code in the data-reporting manual for institutions to report whether programs of 10 hours or more lead to certification, but this code is not linked to any specific student data.

California is the one state that presented outcome data and has the potential for other outcome analyses. The California Community College System collects student-level data that can be linked to other postsecondary data systems or state wage records. As part of the system's Student Success Scorecard, students who began in noncredit courses are tracked for six years to determine what percentage earned a certificate or degree, or transferred during that timeframe. Twelve percent of the AY 2006–07 cohort who took noncredit courses had achieved one of those outcomes by AY 2011–12.¹² Florida also includes noncredit students in its state longitudinal database, which could be used for analyzing later educational and workforce outcomes; however, the state has no publicly available reports that focus on noncredit student enrollment and outcomes.

Noncredit Student-Level Data Are Included in Two Statewide Longitudinal Data Systems

According to the website reviews and interviews with selected state officials, three states collect student-level data—California, Florida, and Iowa; however, only Florida and Iowa incorporate these data into their statewide longitudinal data systems. Although California received federal grants in fiscal years (FYs) 2006 and 2009 to develop its statewide longitudinal data system, the state cancelled the project and returned its grant money to the federal government. According to a California Community College System official, the data system that includes noncredit students can be linked to wage records and other state-level data systems—although only for students who have reported a SSN. The California Community College Chancellor's Office plans to release a website that will show wage outcomes for community college students, including noncredit students, in the future. Florida and Iowa also received federal grants to develop or enhance their statewide longitudinal systems. From reviews of the documents posted online, it appears that the management information systems that are used to collect noncredit data are included in the statewide longitudinal system.¹³

Several states reported that statewide initiatives are under way to address noncredit data collection, but these initiatives are not necessarily part of their statewide longitudinal data systems. Because data on noncredit students are limited, these states are focusing on improving systems for noncredit student data collection within the community college system before linking them to other state data systems. For example, North Carolina currently collects aggregate data on student enrollment in noncredit courses from each

¹² <http://scorecard.cccco.edu/scorecardcdcp.aspx?CollegeID=000>

¹³ Florida received one Statewide Longitudinal Data System (SLDS) grant in FY 2006 and two in FY 2009. Iowa received an SLDS grant in FY 2009 and another in FY 2012.

community college in the system. According to a state official, a statewide initiative is considering the “silos between credit and noncredit at a system and campus level” and breaking those silos down to produce data that can provide answers to questions about students’ progress in and completion of noncredit courses. As the official remarked, the data collected at the system level is based on the structure in place at the institution level, where campuses have separate units for credit-based and noncredit activities. Each unit is responsible for operating those programs, collecting the data, and then transferring the data to the system. According to officials in Mississippi, Maryland, and Ohio, there are ongoing talks in each of these states about the limited data on noncredit activities at community colleges; however, there are no official plans or timetables for addressing the issue.

Information About Industry-Recognized Certifications Earned by Students Is Limited

There are no statewide efforts in place to specifically link noncredit students to certification exam data. While postsecondary institutions must report certificates earned through formal credit programs to NCES and other state agencies, colleges or certification agencies are not required to report industry-recognized certifications to any governmental agency. Four states did report on certifications earned by for-credit students. These states posted reports showing the performance of students enrolled in credit-based programs on state licensure and other certification exams (Appendix B, table B-1). To obtain data on certification attainment, individual colleges work with certification organizations or state boards that govern licensure exams to determine whether their students took and passed a licensing or certification exam. The agencies provide data directly to the colleges and then the colleges report these data to state agencies. Obtaining data from certification and licensing agencies can be challenging. For example, Florida has a specific outcome performance measure for its community college system that focuses on licensure passing rates. In Florida’s 2012 Lower Division Accountability Report, it was noted that because licensing agencies did not provide data, pass rates could not be calculated (The Florida College System 2012). Oregon’s report on licensure and certification data also noted that the process of gathering data from year to year is inconsistent and that data on pass rates are unreliable.

Officials at organizations that represent certification agencies confirmed that there are no national data systems that include the numbers or types of certifications awarded; typically these data are collected by each certification agency. The American National Standards Institute (ANSI) has conducted an annual survey of its member organizations to gather information on certifications awarded by its members and, in the most recent survey, found that almost a million individuals had earned a certification from an ANSI member at some

point. However, the data collected provide no other detail about the adults who held those certifications or when those certifications were earned. ANSI has also surveyed its members to collect information on the types of certifications offered and the characteristics of those certifications. An official with the Institute for Credentialing Excellence (ICE), another organization that represents the interests of certification agencies, reported that it does not collect data from its members on certifications awarded.



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CONCLUSIONS

Data collections on students who enroll in noncredit education at public colleges and universities are still in the nascent stages. Most states that collect data on noncredit instructional activity do so in a limited manner, allowing only for headcounts of students and, for several states, a more detailed description of the characteristics of these students. However, comparing student enrollment across states is problematic because each state collects data differently and defines noncredit workforce education in a different way, making it challenging to draw conclusions about the extent to which students are enrolled in noncredit workforce education nationwide. For several states that have collected data, it is possible to describe how noncredit courses align with CTE fields of study; however, there are little to no data on whether students who complete those courses find employment or experience wage gains from this noncredit activity. Such information would be valuable because it sheds light on the effectiveness of noncredit workforce education in preparing individuals for the labor market and helping them advance once there. Several states are leading statewide initiatives to explore noncredit instructional activity and how it can be better understood and documented. A few states have progressed further and have developed systems that collect data at a student level, creating the potential to provide more detailed information on noncredit students' enrollment patterns and later outcomes.

Understanding the prevalence of earning industry-recognized credentials is also stymied by a lack of access to data. Recent federal efforts to collect data on certifications held by the adult population will provide important insights into the extent to which adults have these credentials. An NCES-led working group has been developing questions that are being used in federal surveys to collect data on such certifications.¹⁴ The U.S. Census Bureau incorporated these questions into the 2008 panel of the Survey of Income and Program Participation, and data on certifications among the adult population should be forthcoming. Having data on the number of adults who have earned certifications and what type of certifications they earned will be an important step in better understanding how students use these credentials in career and technical education.

¹⁴ For more information on the Interagency Working Group on Expanded Measures of Enrollment and Attainment, see <http://nces.ed.gov/surveys/GEMEnA/>.

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APPENDIX A: METHODOLOGY

To determine the characteristics of data collected on noncredit courses and programs, Laurium Evaluation Group conducted an extensive website review of documentation related to noncredit program activity in 29 states. These 29 states were selected based on previous studies, which reported that they had collected some data on noncredit education programs from their states' public colleges. According to a study by the American Association of Community Colleges (AACC) and the Community College Research Center (CCRC) issued in 2008, there were 15 states with requirements that colleges report some data on enrollment in noncredit programs (Van Noy et al. 2008). The State Higher Education Executive Officers (SHEEO) Association conducted a study in 2010 of 59 state-level student unit record data systems in 44 states and the District of Columbia (Garcia and L'Orange 2010). Through the study, SHEEO identified the types of data in these systems and specified whether data on noncredit instructional activity were included. SHEEO staff provided an Excel file to Laurium Evaluation Group that documented the type of data collected in the states reviewed for its study. The SHEEO study identified some states included in the AACC and CCRC studies, as well as another 14 states that also collected noncredit data (Arkansas, Colorado, Hawaii, Maryland, Massachusetts, Minnesota, Mississippi, Missouri, North Carolina, Oklahoma, Pennsylvania, South Dakota, Tennessee, and Wyoming).

For each of the 29 states, Laurium Evaluation Group gathered information on noncredit educational activity from the state's higher education agency, department of education, university system, and/or community college system websites. The evaluation staff examined all available documentation concerning noncredit instructional activity, including annual enrollment reports, strategic plans, performance evaluation reports, fact books, state database dictionaries and glossaries, presentations, meeting notes, and state regulations. Specifically, they determined whether aggregated enrollment statistics were available and, if so, whether they were unduplicated. Further, Laurium staff used the information to determine whether the data could be disaggregated by student demographic information, noncredit program of study, and noncredit course codes. Laurium staff also gathered information on whether data were collected on noncredit workforce education program outcomes and, if so, specified the type of outcome (i.e., continuing education units or certificates). The evaluation staff conducted telephone interviews or communicated via email with officials in 14 states to clarify information found in the review or gather additional information. Laurium staff also attempted to contact staff in four other states—Iowa, Illinois, Minnesota, and Pennsylvania—but after multiple attempts, were not able to

reach these officials. Table A-1 lists the states included in the review and the websites examined for the study.

Two states no longer collect noncredit enrollment data due to lack of interest in data on this population of students. According to system officials, Ohio last collected student-level data on noncredit students in 2005, and Oklahoma last did so in academic year 2006–07.

Moreover, three states—Minnesota, Montana, and South Dakota—were collecting data on noncredit students, according to previous research studies; however, these data were not located through the website reviews. The Minnesota State Colleges and Universities System office website listed a report issued by a committee of Minnesota community college and university staff that discussed noncredit data collection in the state (Calotescu, Eccles, Hughes, Picciano, and Sidd n.d.). The report noted that students enrolled in noncredit courses were not tracked in the same manner as students enrolled in credit-based courses. Colleges often only enter a student's name when the student registers for the course. Because students' names could be entered into multiple data systems, the data on noncredit students were unreliable. In addition, according to Minnesota's student database manual, students who are enrolled in noncredit continuing education courses should be excluded from the file.

Table A-1. State agencies reviewed for data on noncredit students, by means of review and findings

State	Agency	Interview or email	Websites visited	What data can tell us about noncredit students
Alaska	University of Alaska Statewide System	No	<p>Alaska research publications and information on noncredit activity: http://www.alaska.edu/swbir/ir/</p> <p>Definition of noncredit activity: http://www.alaska.edu/swbir/performance/metrics/NonCredit_FY11.pdf</p> <p>Alaska's data glossary: http://www.alaska.edu/swbir/ir/ua-in-review/uar2012/Glossary.pdf</p>	Productivity by institution is calculated by multiplying the number of students enrolled in noncredit courses by the number of contact hours.
Arkansas	Arkansas Department of Workforce Services and Arkansas Department of Higher Education	Yes	<p>Full review of http://dws.arkansas.gov/</p> <p>Noncredit programs and data available: http://www.adhe.edu/SiteCollectionDocuments/ResearchAndPlanningDivision/StudentInformationSystem/SIS-2011-2012/10_WorkforceFile.pdf.</p> <p>http://www.adhe.edu/divisions/researchandplanning/Pages/researchandplanning.aspx</p>	Number of students enrolled by program of study; continuing education hours earned.
California	California Community College System	Yes	<p>Reports on California community colleges: http://extranet.cccco.edu/Divisions/TechResearchInfoSys/Research.aspx</p> <p>Data dictionary: http://extranet.cccco.edu/Divisions/TechResearchInfoSys/MIS/DED.aspx</p> <p>Student success scorecard: http://scorecard.cccco.edu/scorecardcdcp.aspx?CollegeID=000.</p> <p>2012 Career Development and College Preparation (CDCP) annual report: http://extranet.cccco.edu/Portals/1/TRIS/Research/Accountability/CDCP/CDCP_FINAL_2012.pdf</p> <p>Aggregated enrollment data for Basic Skills program: http://extranet.cccco.edu/Portals/1/TRIS/Research/Accountability/Basic%20Skills/2012/REPORT_BASICSILLS_FINAL_110112.pdf</p>	Student headcount and demographics; subsequent enrollment in credit-based courses.

Table A-1. State agencies reviewed for data on noncredit students, by means of review and findings—Continued

State	Agency	Interview or email	Websites visited	What data can tell us about noncredit students
Colorado	Colorado Department of Higher Education and Colorado Community College System	Yes	<p>A full review of Colorado higher education: http://highered.colorado.gov/i3/default.aspx</p> <p>Community College System Source Book: http://www.cccs.edu/Research/Reports.html</p> <p>General Information on Colorado Student Unit Record Data System http://highered.colorado.gov/Data/Collection.html</p> <p>2007 report with data on noncredit workforce training: https://www.cccs.edu/wp-content/uploads/2013/09/How-Community-Colleges-Meet-CO.pdf</p>	<p>A 2007 report includes noncredit data, and descriptions of data files suggest that colleges continue to report data but no more-recent reports have been located. A Colorado official reported that data are not linked to the statewide longitudinal system.</p>
Florida	Florida Department of Education, Division of Accountability, Research, and Measurement	Yes	<p>Florida's college system 2012 fact book: http://www.fl DOEhub.org/CCTCMIS/c/Documents/Fact%20Books/fb2012.pdf</p> <p>Data description: http://edwapp.doe.state.fl.us-bsn_subjects/TargetElementDesc1.aspx?SubjectID=2&FacetID=10&ViewID=681&TableID=539&ElementID=5152</p> <p>Complete list of variables for the data warehouse: http://edwapp.doe.state.fl.us-bsn_subjects/SubjectsFacetsList.aspx</p> <p>Other publications and data dictionaries: http://www.fl DOEhub.org/CCTCMIS/c/Pages/default.aspx http://www.fl DOE.org/board/meetings/2013_02_18/10033.pdf</p> <p>Glossary of terms: http://www.fl DOE.org/fcs/glossary.asp</p> <p>Process for requesting data from Florida K-12 Education Data Warehouse: http://www.fl DOEhub.org/Research/Pages/default.aspx</p>	<p>Published reports present data on credit/noncredit students combined; however, data manuals suggest that noncredit student data could be disaggregated.</p>

Table A-1. State agencies reviewed for data on noncredit students, by means of review and findings—Continued

State	Agency	Interview or email	Websites visited	What data can tell us about noncredit students
Georgia	Technical College System of Georgia	Yes	A full review of the Georgia technical college system: https://kms.tcsg.edu/DPR/DPR/Default.aspx Data elements manual, policies, and data glossary: https://kms.tcsg.edu/DPR/AppSupport/RefMaterials.aspx	Based on data dictionary, noncredit enrollments, student demographics, and outcomes after completing courses could be reported.
Hawaii	Office of the Vice President for Community Colleges, University of Hawai'i System	No	A full review of the Hawai'i community college system http://uhcc.hawaii.edu/OVPCC/index.php Data on noncredit registrations: http://uhcc.hawaii.edu/OVPCC/strategic_planning/appendixA.php Data on continuing education enrollment: http://www.hawaii.edu/iro/maps.php?title=Continuing+Education+Enrollment	Aggregated enrollment in noncredit courses by program of study and campus.
Illinois	Illinois Community College Board	No response	A full review of the Illinois Community College System: http://www.iccb.org/publications.reports.html Aggregated noncredit enrollment: http://www.iccb.org/pdf/reports/11enrollmentrpt.pdf A data dictionary was not found.	Student demographics, highest degree earned prior to enrollment, number of noncredit hours of instruction, enrollment by campus location, program of study, and whether business based.
Iowa	Iowa Department of Education, Division of Community Colleges	No response	Annual reports that include noncredit data: https://www.educateiowa.gov/documents/state-fiscal-stabilization-fund-program-phase-ii/2014/08/data-dictionary-complete-2014-15 Iowa's Management Information Systems (MIS) Data Dictionary: https://www.educateiowa.gov/sites/files/ed/documents/Data%20Dictionary%20FY%202013.pdf	Noncredit headcount, student demographics, enrollments by program of study, federal career cluster, and online learning.

Table A-1. State agencies reviewed for data on noncredit students, by means of review and findings—Continued

State	Agency	Interview or email	Websites visited	What data can tell us about noncredit students
Maryland	Maryland Higher Education Commission	Yes	Office of Research and Policy Analysis publications: http://www.mhec.state.md.us/publications/research/index.asp Aggregated noncredit enrollment data: http://mhec.maryland.gov/publications/research/AnnualPublications/2012DataBook.pdf Continuing Education Manual for Maryland Community Colleges: http://mhec.maryland.gov/publications/continuing%20education%20manual.pdf	Student headcount in noncredit courses and enrollment by certification or credential.
Massachusetts	Massachusetts Department of Higher Education	No	A full review of the Massachusetts Department of Higher Education: http://www.mass.edu and http://www.masscc.org Aggregated data: http://www.mass.edu/library/Reports/2010-03CCTrendBook.pdf http://www.masscc.org/about-mcceo/fast-facts	Enrollment headcount in noncredit workforce education.
Michigan	Workforce Development Agency and Michigan Community College Network	No	A full review of the Michigan Community College NETwork: http://www.michigancc.net Aggregated data: http://www.michigancc.net/ccdata/demographics/databook2010_11.pdf	Enrollment headcount by occupational and nonoccupational and student demographics (although missing racial/ethnic data for 47 percent of students).
Minnesota	Minnesota Office of Higher Education	No response	A review of the Minnesota Office of Higher Education: http://www.ohe.state.mn.us/dPg.cfm?pageID=409&1534-D83A_1933715A=cf45841c291d49a1661384f86abad07dac2f8319 Data dictionary: http://www.ohe.state.mn.us/pdf/enrollment/basicdata/manualcomplete.pdf	No information found.

Table A-1. State agencies reviewed for data on noncredit students, by means of review and findings—Continued

State	Agency	Interview or email	Websites visited	What data can tell us about noncredit students
Mississippi	Mississippi Community College Board/nSPARC at Mississippi State University	Yes	<p>A full review of the Mississippi Community College Board: http://www.sbcjc.cc.ms.us</p> <p>Also reviewed the website of the National Strategic Planning and Analysis Research Center at Mississippi State University, which works with MS Community College Board on its data systems: http://nsparc.msstate.edu/index.php?page=home</p> <p>Aggregated data: http://www.sbcjc.cc.ms.us/pdfs/pb/FY2012AnnualReport.pdf http://www.sbcjc.cc.ms.us/pdfs/rp/statdata200708.pdf</p> <p>Data structure document: http://www.mccb.edu/pdfs/wk/WorkforceProjectPolicies.pdf</p>	Headcount of enrollment in workforce training by 43 course categories and location of training.
Missouri	Missouri Department of Higher Education	Yes	<p>A full review of the Missouri Department of Higher Education: http://www.dhe.mo.gov/data</p> <p>Data dictionary: http://www.dhe.mo.gov/data/emsas/EMSASManual2012-1.htm</p>	Limited headcount data because not all colleges report noncredit data to state; thus, state does not post reports that include noncredit data.
Montana	Montana University System	No	<p>A full review of the Montana University System: http://mus.edu/data/dataindex.asp</p> <p>A list of energy-related noncredit workforce development and training courses: http://www.mus.edu/board/meetings/2013/Mar2013/TwoYear/Workforce_Development_link.pdf</p>	No data found.

Table A-1. State agencies reviewed for data on noncredit students, by means of review and findings—Continued

State	Agency	Interview or email	Websites visited	What data can tell us about noncredit students
New Hampshire	Community College System of New Hampshire; New Hampshire Department of Education	No	<p>A full review of the Community College System of New Hampshire: http://www.ccsnh.edu/ and the New Hampshire Department of Education: http://www.education.nh.gov/data/ed_research.htm</p> <p>Aggregated data on noncredit enrollment: http://www.ccsnh.edu/sites/default/files/content/documents/ccsnhsymposiumFINAL-4.pdf</p> <p>Data elements summary file and data dictionary: http://www.education.nh.gov/data/ed_research.htm (Note: There is no noncredit category.)</p>	Unduplicated headcount enrollment.
New Jersey	State of New Jersey Office of Higher Education and the College Consortium for Workforce and Economic Development, New Jersey Council of County Colleges	Yes	<p>A full review of the New Jersey Office of the Secretary of Higher Education: http://www.nj.gov/highereducation and New Jersey Workforce Consortium: http://www.njworkforce.org</p> <p>Aggregated data on noncredit enrollment: http://www.nj.gov/highereducation/statistics/NoncreditEnrollmentReportFY2011.pdf</p> <p>Data dictionary file: http://www.nj.gov/highereducation/research/sure/NoncreditOpenEnrollmentDataDictionary-2011.pdf</p> <p>Report on workforce training: http://www.njworkforce.org/Library/NEWS/Act-FY12%20Annual%20Report.pdf</p>	Reports show enrollment by avocational and vocational courses. Student-level data are collected and could be disaggregated by race/ethnicity or gender.

Table A-1. State agencies reviewed for data on noncredit students, by means of review and findings—Continued

State	Agency	Interview or email	Websites visited	What data can tell us about noncredit students
North Carolina	North Carolina Community College System	Yes	<p>A full review of the North Carolina Community College System: http://www.nccommunitycolleges.edu</p> <p>Aggregated data: http://www.nccommunitycolleges.edu/Statistical_Reports/index.html</p> <p>Definitions for noncredit categories: http://www.nccommunitycolleges.edu/Statistical_Reports/collegeYear1998-1999/annual/definitions.pdf</p>	Headcount of enrollment in program categories (based on North Carolina funding); student demographics (gender and race/ethnicity).
North Dakota	North Dakota University System	Yes	<p>A full review of http://www.ndus.edu</p> <p>Aggregated data on noncredit enrollment and registrations: http://www.ndus.edu/uploads/reports/26/2010-2011-annual-enrollment-report.pdf</p>	Headcount of noncredit registrations by delivery method (face-to-face or online).
Ohio	Ohio Higher Ed, University System of Ohio	Yes	<p>A full review of Ohio Higher Ed: https://www.ohiohighered.org/</p> <p>State official reported via email that noncredit data are no longer collected and these web links were out of date.</p>	Data no longer collected.
Oklahoma	Oklahoma State Regents for Higher Education	Yes	<p>A full review of the Oklahoma State Regents for Higher Education at http://www.okhighered.org/ was conducted to find information and data on noncredit activity in Oklahoma.</p> <p>Aggregated data for academic year 2006–07: http://www.okhighered.org/oeis/enrollment/NonCredit/NonCredit.html</p>	Data no longer collected.

Table A-1. State agencies reviewed for data on noncredit students, by means of review and findings—Continued

State	Agency	Interview or email	Websites visited	What data can tell us about noncredit students
Oregon	Oregon Department of Community Colleges and Workforce Development	No	A full review of the Oregon Department of Community Colleges and Workforce Development: http://www.oregon.gov/ccwd/Pages/index.aspx Aggregated data: http://www.odccwd.state.or.us/files/pdf/StudentSuccessReport08.pdf Data element files: http://www.odccwd.state.or.us/occurs/onlinemanual.aspx	Unduplicated headcount enrollment by race/ethnicity, gender, and age. According to data manuals, courses are classified into different categories; no reports had these data.
Pennsylvania	Pennsylvania Commission for Community Colleges and Pennsylvania Department of Education	No response	A full review of the Pennsylvania Commission for Community Colleges: http://pacommunitycolleges.org and the Pennsylvania Department of Education: http://www.portal.state.pa.us/portal/server.pt/community/higher_education/8684 Aggregated data on noncredit enrollment in workforce development courses: http://pacommunitycolleges.org/view-our-2012-fact-sheet-below.html	Whether there is a headcount enrollment in workforce education.
South Dakota	South Dakota Department of Education and South Dakota Board of Regents	No	A full review of the South Dakota Department of Education: http://doe.sd.gov/octe/postsecondary.aspx and the South Dakota Board of Regents: http://www.sdbor.edu/	No information found.

Table A-1. State agencies reviewed for data on noncredit students, by means of review and findings—Continued

State	Agency	Interview or email	Websites visited	What data can tell us about noncredit students
Tennessee	Tennessee Higher Education Commission Tennessee Board of Regents	Yes	<p>A full review of the Tennessee Higher Education Commission: http://www.tn.gov/thecc/</p> <p>A review of data and statistics on the Tennessee Board of Regents website: http://www.tbr.edu/offices/academicaffairs.aspx?id=496</p> <p>Tennessee reports the number of contact hours for workforce training at each community college: http://www.tn.gov/thecc/Divisions/Fiscal/funding_formula/dynamic_model/2013-14%20Formula%20Data%20Public%20Display-FINAL.pdf</p> <p>Definition for the funding formula: https://www.tn.gov/thecc/Divisions/Fiscal/funding_formula/1-Outcomes%20Based%20Formula%20Narrative%20-%20for%20website.pdf</p>	Number of contact hours for workforce training.
Utah	Utah System of Higher Education	No	<p>A full review of the Utah System of Higher Education: http://www.higheredutah.org</p> <p>Noncredit career and technical education (CTE) total headcount for AY 2010–11: http://higheredutah.org/databooks/</p>	Duplicated student enrollment.
Wyoming	Wyoming Community College Commission	No	<p>A full review of the Wyoming Community College Commission: http://communitycolleges.wy.edu</p> <p>Data on noncredit enrollment: http://www.commission.wcc.edu/Data/Sites/1/commissionFiles/publications/reports/annual-report/2012-annual-report-final.pdf http://communitycolleges.wy.edu/Data/Sites/1/commissionFiles/publications/reports/workforce-development/2011-wdar.pdf http://communitycolleges.wy.edu/Data/Sites/1/commissionFiles/publications/reports/core-indicator-report/ci2009_2010.pdf</p>	Enrollment in programs of study using the Classification for Instructional Program (CIP) code.

Table A-1. State agencies reviewed for data on noncredit students, by means of review and findings—Continued

State	Agency	Interview or email	Websites visited	What data can tell us about noncredit students
Washington	Washington State Board for Technical and Community Colleges	Yes	A full review of http://www.sbctc.edu Data system instructions: http://www.sbctc.ctc.edu/docs/datarouting/siteadmin/exit9summary.pdf Contracted course enrollment: http://www.sbctc.edu/college/studentsvcs/6contract_sup_12.pdf	According to data manuals, it appears that noncredit students are not reported; however, data on adult basic education and apprenticeship students are included in the data dictionary.

APPENDIX B: NONCREDIT DATA ELEMENTS BY STATE

Table B-1. Key data elements collected on noncredit education, by state

State	Data elements for noncredit education	Noncredit enrollment (most recently available data)	Years enrollment data are available through public reports	Outcomes tracked for noncredit students	Noncredit data incorporated into state longitudinal databases	Certification data collected by state	Data dictionary, glossary, manual, or file available
Alaska	Number of noncredit student contact hours, workforce education.	Not reported.	Not reported.	Not reported.	No	Not reported.	Yes
Arkansas	Duplicated noncredit student enrollment, Classification for Instructional Program (CIP) code, workforce education/training.	45,373 in academic year (AY) 2012–13	Data provided directly by state staff, unsure of availability in other years.	Number of continuing education units (CEUs) earned.	No	Not reported.	Yes
California	Unduplicated noncredit student enrollment, gender, race/ethnicity, age, citizenship, CIP code and workforce education.	337,624 (noncredit only) 226,895 (credit & non-credit) in AY 2011–12	AY 1992–93 to AY 2012–13	Percentage of students who took noncredit courses earning a certificate or degree, or transferring in a six year time period.	No	Not reported.	Yes
Colorado	Unduplicated noncredit student enrollment, workforce education, and state-defined course categories.	11,683 in AY 2006–07	AY 2005–06 to AY 2006–07 publicly reported but may have been collected in previous years.	Not reported.	No	Not reported.	Yes
Florida	Unduplicated noncredit and credit enrollment combined, gender, race/ethnicity, age, and workforce education.	896,546 (Enrollment for Lower Division Credit/Noncredit Courses in AY 2010–11)	Fact books begin in 1996, but data are not reported in similar fashion in books from AY 1996–97 to AY 2001–02.	Not reported.	Yes	Not reported because unable to obtain data.	Yes

Note: AY means academic year. FY means fiscal year.

Table B-1. Key data elements collected on noncredit education, by state—Continued

State	Data elements for noncredit education	Noncredit enrollment (most recently available data)	Years enrollment data are available through public reports	Outcomes tracked for noncredit students	Noncredit data incorporated into state longitudinal databases	Certification data collected by state	Data dictionary, glossary, manual, or file available
Georgia	Unduplicated noncredit enrollment, gender, race/ethnicity, age, county of residence, workforce education, financial aid type and institution.	63,098 in fiscal year (FY) 2013	Data provided directly by state staff, unsure of availability in other years.	Noncredit contact hours are reported & continuing education awards.	No	Not reported.	Yes
Hawaii	Noncredit registrations, workforce education, and state-defined course categories.	14,271 in Summer 2012	Fall 1999–Summer 2012	Certificates of completion for noncredit programs are offered, but data is not reported.	No	Not reported.	Yes, but it is password protected.
Illinois	Unduplicated and duplicated noncredit enrollment, gender, CIP code, and workforce education.	233,042 in FY 2012	FY 1999–2012	Not reported.	No	Not reported.	No
Iowa	Unduplicated and duplicated noncredit enrollment, number of hours of noncredit training, gender, race/ethnicity, age, CIP code, federal career cluster, online delivery, and workforce education.	248,440 in FY 2012	FY 1990–2012	Awards (e.g., diploma, General Educational Development [GED] credential) received by noncredit students, but data is not reported.	Yes	Not reported.	Yes
Maryland	Unduplicated noncredit enrollment and workforce education.	233,283 in FY 2011	FY 2004–11	Not reported.	No	Enrollment in noncredit courses/programs leading to certifications is reported.	Yes

Table B-1. Key data elements collected on noncredit education, by state—Continued

State	Data elements for noncredit education	Noncredit enrollment (most recently available data)	Years enrollment data are available through public reports	Outcomes tracked for noncredit students	Noncredit data incorporated into state longitudinal databases	Certification data collected by state	Data dictionary, glossary, manual, or file available
Massachusetts	Unduplicated noncredit enrollment and workforce education.	52,300 in FY 2011	FY 2000–11	Not reported.	No	Not reported.	No
Michigan	Unduplicated noncredit enrollment, gender, race/ethnicity, CIP code, and workforce education.	200,602 in AY 2012	AY 1999–2000 to AY 2012–13	Not reported.	No	Not reported.	No
Minnesota	Not reported.	Not reported.	Not reported.	Not reported.	No	Not reported.	Yes
Mississippi	Unduplicated noncredit enrollment, workforce education, state-defined categories, and location of training.	84,502 in FY 2012	FY 2002–12	Not reported.	No	Not reported.	Yes
Missouri	Unduplicated enrollment.	Not reported.	Not reported.	Not reported.	No	Not reported.	Yes
Montana	Not reported.	Not reported.	Not reported.	Not reported.	No	Not reported.	No
New Hampshire	Unduplicated noncredit enrollment.	3,130 in AY 2011–12	AY 2011–12 publicly reported but may have been collected in previous years.	Not reported.	No	Not reported.	Yes
New Jersey	Unduplicated noncredit enrollment, workforce education, and state-defined categories.	91,206 in FY 2012	FY 2010–12	Not reported.	No	Not reported.	Yes

Table B-1. Key data elements collected on noncredit education, by state—Continued

State	Data elements for noncredit education	Noncredit enrollment (most recently available data)	Years enrollment data are available through public reports	Outcomes tracked for noncredit students	Noncredit data incorporated into state longitudinal databases	Certification data collected by state	Data dictionary, glossary, manual, or file available
North Carolina	Unduplicated enrollment, gender, race/ethnicity, age and state-defined categories.	AY 2011–12	Data from AY 1995–96 to AY 2011–12. 1995 through 1998 continuing education was called “extension.” It appears that covers the same categories but may not be comparable for all years.	Not reported.	No	Pass rates for first-time test takers are reported by field of study and by college-only for certification exams that are required by an employer or an accrediting agency. Data may include credit and noncredit students.	No
North Dakota	Noncredit registrations and course delivery method.	13,271 unduplicated enrollment in AY 2010–11	AY 2010–11 publicly reported but may have been collected in previous years.	Not reported.	No	Not reported.	No
Ohio	Not reported.	Not reported.	Not reported.	Not reported.	No	Not reported.	Yes
Oklahoma	Not reported after 2006.	Not reported.	Not reported.	Not reported.	No	Not reported.	No
Oregon	Unduplicated noncredit enrollment, age, workforce education, and state-defined categories.	Approx. 120,000 in AY 2006–07	AY 2003–04 to AY 2006–07	Not reported.	No	Pass rates for 47 national license and certification exams reported in the AY 2008–09 report. Includes both credit-based and noncredit students.	Yes

Table B-1. Key data elements collected on noncredit education, by state—Continued

State	Data elements for noncredit education	Noncredit enrollment (most recently available data)	Years enrollment data are available through public reports	Outcomes tracked for noncredit students	Noncredit data incorporated into state longitudinal databases	Certification data collected by state	Data dictionary, glossary, manual, or file available
Pennsylvania	Unduplicated noncredit enrollment, workforce education, and state-defined categories.	165,398 in AY 2012–13	AY 2012–13 publicly reported but may have been collected in previous years.	Not reported.	No	Not reported.	No
South Dakota	Not reported.	Not reported.	Not reported.	Not reported.	No	Not reported.	No
Tennessee	Number of hours of noncredit training provided.	871,003 (total contact hours for workforce training) in AY 2011–12	AY 2011–12 publicly reported but may have been collected in previous years.	Not reported.	No	Not reported.	No
Utah	Unduplicated noncredit enrollment, workforce education, and state-defined categories.	9,142 in AY 2011–12	AY 2000 to AY 2011–12	Career Technical Education Certificates are available for noncredit students, but data are not reported.	No	Not reported.	No
Washington	Not reported.	Not reported.	Not reported.	Not reported.	No	Not reported.	Yes

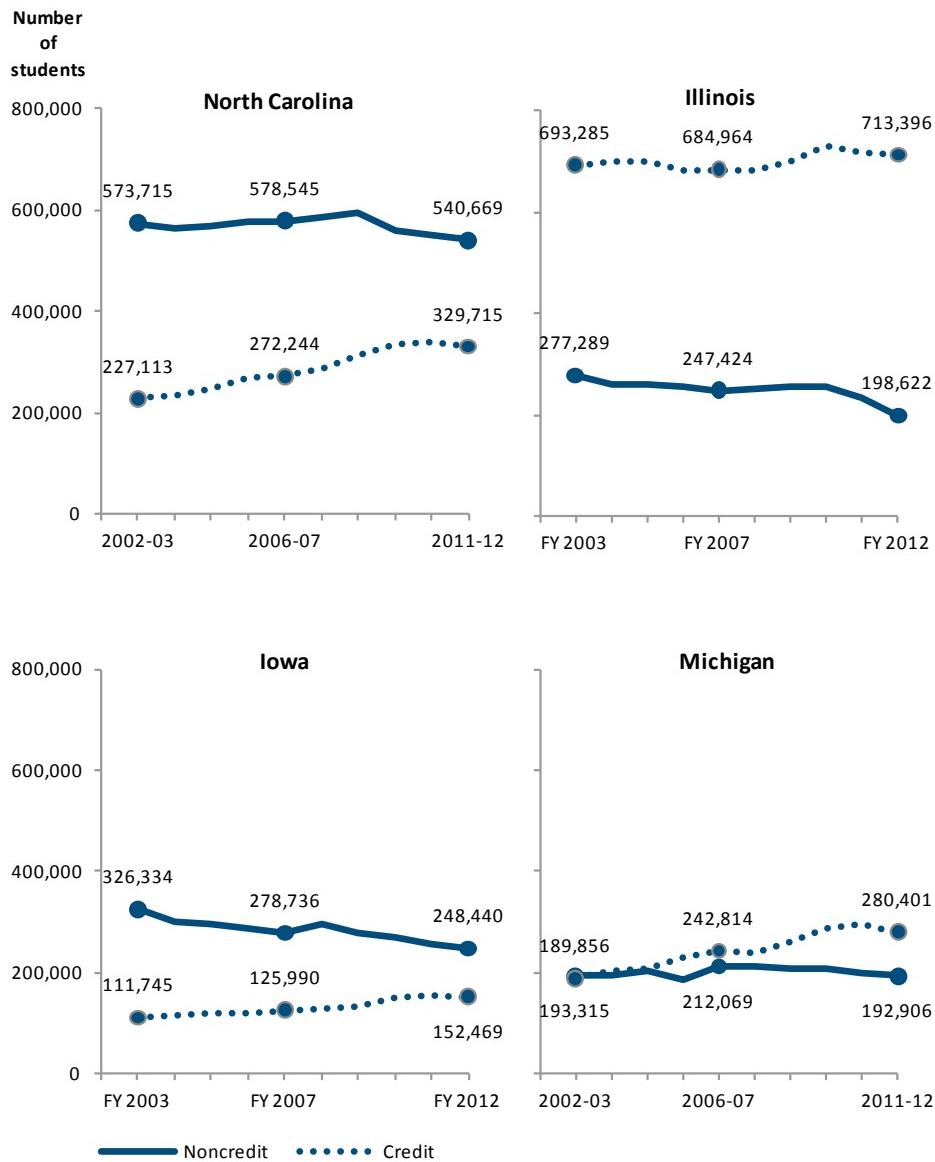
Table B-1. Key data elements collected on noncredit education, by state—Continued

State	Data elements for noncredit education	Noncredit enrollment (most recently available data)	Years enrollment data are available through public reports	Outcomes tracked for noncredit students	Noncredit data incorporated into state longitudinal databases	Certification data collected by state	Data dictionary, glossary, manual, or file available
Wyoming	Unduplicated and duplicated noncredit enrollment, workforce education, and state-defined categories.	11,811 in AY 2011–12	AY 2010–11 to AY 2011–12	Not reported.	No	Proportion of those who complete or graduate from a community college vocational program and then actively seek licensure or certification for the first time within a given year and who actually obtain licensure or certification in at least one of 22 fields where it is traditionally required to obtain a job in that field. Includes credit-based students and may include noncredit students.	No

Notes: AY means academic year. FY means fiscal year.

APPENDIX C: COMPARISON OF NONCREDIT AND CREDIT-BASED ENROLLMENT IN SELECTED STATES

Figure C-1. Unduplicated student enrollment in noncredit and credit-based courses in four states:
2002–12



NOTE: FY means fiscal year. Data reported for North Carolina and Michigan are for academic year.

SOURCE: State fact books and websites. See Appendix A for more detail.



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